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ABSTRACT

An attempt was made to assess Ohio public school libraries in terms of their facilities, equipment, materials, services, operations, and leadership. A review of the literature relevant to school library services was made. In addition, interviews were conducted with people knowledgeable in the library field. The questionnaires were sent to librarians and teachers of 111 Ohio school districts, based on their size, economic condition, and geographic location. The quantitative results showed that many of the schools sampled did not meet all the minimum Ohio standards, and very few met all the standards of the American Library Association. A qualitative survey of the library services and their effectiveness, as well as the condition of the book collections and their current value to the educational programs, revealed even greater deficiencies. There were extremes of high and low resources in small schools as well as in medium-sized and large schools, whether they were elementary, junior high, or senior high schools. However, there was a tendency for the deficiencies to be greater in the elementary schools. Recommendations were made concerning a state-wide program of library development, library physical facilities, library materials, library programs, and library organization and operation. (CH)

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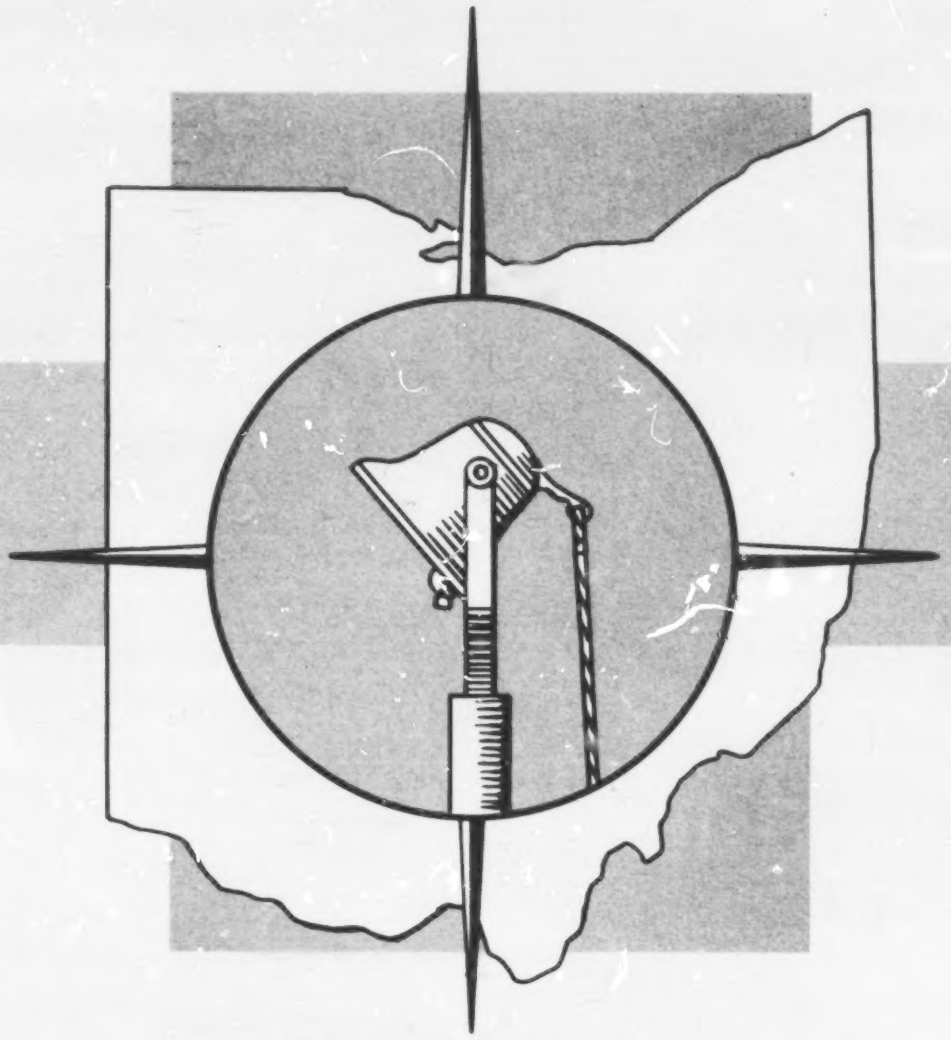
# LIBRARY SERVICES



PREPARED FOR THE

OHIO DEPARTMENT OF EDUCATION

BY

BATTELLE MEMORIAL INSTITUTE
COLUMBUS LABORATORIES

IR000 355

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# CONDENSED TASK REPORT

on

# STUDY OF OHIO PUBLIC SCHOOL LIBRARY SERVICES, OPERATIONS, AND FACILITIES

to

## OHIO DEPARTMENT OF EDUCATION

December, 1968

by

Joyce M. Allen

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Columbus Laboratories
505 King Avenue
Columbus, Ohio 43201

# FOREWORD

This report is the result of editing and reducing one of a series of Task Reports prepared by the staff of Battelle Memorial Institute, Columbus Laboratories, for the Ohio Department of Education under a contract research project entitled PLANNING TO MEET EDUCATIONAL NEEDS IN OHIO SCHOOLS. Funds for the project were made available under a Title III, ESEA grant from the U.S. Office of Education to the Ohio Department of Education.

This Condensed version of a Battelle Task Report is the ninth in the series, and is the first to be issued as a part of Phase II of the research project. It is expected that additional reports will appear during 1969. This Task Report presents the essentials of Battelle findings as briefly as possible without loss of content or continuity in order to disseminate research findings to a wider audience. The eight reports on Phase I dealt with educational need assessment in vocational education and technical training, school facilities, para-professionals and supportive assistants, data processing, educational technology, library manpower, pupil transportation, and a summary report on the foregoing.

This is a condensed Task Report on school library services in Ohio. This report, together with the earlier Phase I Condensed Task Report on library manpower, provides a comprehensive picture of the school library situation in Ohio.

Dissemination of the material contained herein is the responsibility of the Ohio Department of Education. Requests for copies may be addressed to: Dr. Russell A. Working, Division of Research, Planning, and Development, Ohio Department of Education, Columbus, Ohio 43215.

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# STUDY OF OHIO PUBLIC SCHOOL LIBRARY SERVICES, OPERATIONS, AND FACILITIES

**"Imaginative Teachers at all grade levels, both in the cities and the suburbs, are directing their students to the individual discovery of important literature by the use of available library resources. Manipulative classroom teaching on the basis of a standard reader is no longer taken seriously by effective educators.**

**"In the wake of such developments, a broad and varied and exciting in-school library is not merely a luxury for the few, but a necessity for all young children whose future survival in a competitive society is to be guaranteed."***

## INTRODUCTION

It is generally accepted that reading material and study aids can be most efficiently and effectively used by placing the material in a central place in each school, by providing professional-librarian guidance, and by permitting the student use of materials as his individual study requires.

The first act of the Ohio General Assembly which helped to establish school libraries was enacted February 28, 1946. This legal provision for school libraries in Ohio states:

> "That each legally constituted school district in this state is hereby authorized to raise money for the purpose of establishing and maintaining a common school library and apparatus, for the use of the children and youth therein."**

The State Board of Education expresses the need for providing a system of education in its Statement of Philosophy:

> "The mission of education in our country, therefore, is to provide for the fullest possible development of the talents and potentialities of our young people in order that they may participate effectively in the cultural, political, social, and economic life of our democracy."

and further on the statement points out the State's responsibility:

> "The State must accept responsibility for insuring that all youth have an educational program in keeping with the needs of the individual and society. This responsibility includes: the establishment of minimum standards for all schools..."***

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*Jonathan Kozol, Library Journal, 93(10), May 15, 1968, p. 2058.

**Aldrich, F. D., The School Library in Ohio With Special Emphasis on its Legislative History, New York, Scarecrow Press, 1959, p. 35.

***State Board of Education, A Brief History of the State Board of Education of Ohio, 1956-1966, Columbus, 1966, p. 15.

The State Board recognized the need for school libraries early in its history, and in 1957 the minimum Ohio elementary school standards were published with the following provision:

> "Each school shall have library facilities and services so organized as to contribute to the total educational program."

Standards for libraries in the junior and senior high schools are also provided in "Minimum Standards for Ohio Junior High Schools" and "Minimum Standards for Ohio High Schools", both of which are publications of the State Board of Education. However, the legal provisions and minimum standards have not been completely successful in producing a vital school library system. Journal articles such as "The Dismal Status of Ohio's Elementary Libraries"* and "School Libraries: A Study in Inequality"** have been published to draw attention to problems in this area.

## Research Questions

The present study attempts to answer the following questions:

(1) Is there a lack of school facilities and equipment in Ohio schools in comparison with minimum State standards and in comparison with the American Library Association's "Standards for School Library Programs"?

(2) Is there a lack of library materials in school libraries of Ohio in comparison with minimum State standards and in comparison with the American Library Association's "Standards for School Library Programs"?

(3) Are the services in Ohio school libraries adequate in comparison with the suggested practices listed in the interpretative section of the minimum standards for Ohio schools?

(4) Is the operation of school libraries adequately planned and administered?

(5) Is there a need for top-level leadership in the Ohio school library system?

## Study Approach

In carrying out this study, a review of the literature relevant to school library services was made. In addition, interviews were conducted with people knowledgeable in the library field – including individuals who are presently working in school libraries.

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*McMillen, R. D., "The Dismal Status of Ohio's Elementary Libraries," Ohio Schools, April, 1966, p. 25.
**Robbins, G. D., "School Libraries: A Study in Inequality," McCall's, 96 (2), November, 1968, pp. 4-5.

However, much of the data and information presented are based on the results of two questionnaires – one prepared for librarians and the other for teachers. The responses were analyzed to obtain data on resources and needs of Ohio's school library system. A representative sample of Ohio school districts was chosen for this questionnaire survey. Three characteristics of each district were considered; i.e., size, economic condition, and geographic location. A total of 111 school districts were selected.

The questionnaires were sent in sets of three, one to be completed by the school librarian or the person acting as such, and two to be completed by teachers in the same school. Each district selected for the sample received three sets of questionnaires – one set for an elementary school, one set for a junior high school, and one set for a high school. Administrators of each district were instructed to select the most typical schools with respect to library services in their district.

## Definition of Terms

The following definitions were employed in the conduct of the study and the preparation of this report:

- An elementary school is a school that contains any of the elementary Grades 1 through 6 or most of Grades 1 through 8.
- A junior high school is a school that contains any combination of Grades 6 through 9, depending upon local organization.
- A high school is a school that contains at least two of the Grades 9 through 12.
- A K-12 school is a school that contains both elementary and high school grades.
- Audio-visual aids or A-V materials are nonbook materials that use hearing and/or sight in teaching, such as slides, recordings, films, etc.
- Nonbook materials are instructional materials such as pamphlets, newspapers, and A-V aids.

## Overview

The sections of the report to follow define the scope of the school library system, cover objectives of the school library system, present a statistical description of the present Ohio school library system and discuss it in relation to state and national standards, present a discussion of the needs of the Ohio school library system, and summarize the study and present recommendations regarding library service in Ohio public schools.

School library manpower needs are not treated here as this area is covered in a separate report entitled "Study of Ohio Public School Library Manpower," and in the Condensed Task Report of that study.

## DEFINITION AND SCOPE OF THE SCHOOL LIBRARY SYSTEM

With the great growth of knowledge and the variety of forms in which knowledge is made available for instructional use, it is less feasible than ever to depend on small collections of instructional materials in individual classrooms. Because of this, the discussion that follows will deal with a central library concept.

A school library system can be broken down into five parts: the library facility and its equipment, the book and nonbook material contained therein, the program of meeting the needs of the students and faculty, the library staff and its functions, and supervision for leadership and guidance.

### The School Library Facility and Its Equipment

The ordering, preparation, storage, and use of book and nonbook materials dictates specific requirements for library facilities. An office, a workroom, one or more conference rooms, a study area, a book-stack area, a periodical and newspaper area, a circulation area, a faculty area, a reference section, a listening and previewing area, and an A-V aids storage area are generally required. The equipment needed in each facility area varies depending on activities and purpose of the area. Many areas require electrical outlets, and all areas need adequate lighting, ventilation, and heating, as well as maximum sound control.

### The School Library Book and Nonbook Collection

The materials in the library include the books, newspapers, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, processed slides and transparencies, films, filmstrips, kinescopes, videotapes, and any other printed or published materials of a similar nature which have been processed and organized for the use of the students, faculty, and others.

### The School Library Program

The school library program reflects the school library staff's interpretation of its objectives and their relation to the objectives of the school system.

The accomplishment of the program is contingent upon a variety of functions, such as instruction, orientation, communication, promotion, coordination, procurement, and evaluation.

## The School Library Staff and Operation

The library staff should consist of professionally trained library personnel, as well as clerical help in numbers sufficient to meet the needs of the library's program. The operation of the library is carried out by the staff and includes:

- Acquiring, processing, storing and arranging the materials
- Keeping records
- Taking inventory
- Weeding and mending the collection
- Preparing the budget
- Carrying out other managment functions.

## Supervision of School Libraries

Supervision of school libraries involves the guidance and leadership of a specialist, who is employed by a local or regional school system or by a state department to improve the quality of the educational program. More specifically, supervision provides planning and program direction for developing and improving school library services and resources. Included are activities such as professional stimulation, policy making, coordination, evaluation, in-service training, and public relations.

## OBJECTIVES OF THE SCHOOL LIBRARY SYSTEM

Objectives of a school library should not vary from grade level to grade level or from small school to large school. They should harmonize with the educational objectives of the school system. The American Library Association (ALA) has a set of general objectives which are stated below.

The purposes of a school library are to:

(1) Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members

(2) Provide boys and girls with the library materials and services most appropriate and most meaningful to their growth and development as individuals

(3) Stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation

(4) Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes

(5) Help children and young people to become skillful and discriminating users of libraries and of printed and A-V materials

(6) Introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth

(7) Work with teachers in the selection and use of all types of library materials which contribute to the teaching program

(8) Participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff

(9) Cooperate with other librarians and community leaders in planning and developing an overall library program for the community or area.*

The above objectives cover many library services and activities which, to be accomplished successfully, must be performed by qualified personnel. Library personnel need to be supported by a large, well-selected collection of printed and A-V material placed in an adequate-sized facility that contains the necessary equipment for operation. For continued growth and development, continued financial support is also needed.

Personnel, materials, facilities, equipment, and financial support are the principal elements that contribute to creating and maintaining the library program. Data related to these elements can be used to measure the status and performance of the school library. Accordingly, standards incorporate these items as a means of helping to validate the attainment of objectives.

The following discussion points out only a few of the important standards to be met in school libraries. A discussion of library staff is omitted because this topic is covered in a separate report, "Study of Ohio Public School Library Manpower". Also, little reference is made to A-V materials, because they, too, are discussed in another report entitled "Educational Technology – Its Application in Ohio Public Schools". A comparison is made of the standards from the following three organizations: (1) the American Library Association, a professional library society, (2) the North Central Association of Colleges and Secondary Schools, a nongovernmental accrediting association, and (3) the State Board of Education of Ohio, a State governmental agency.

## Standards of the American Library Association

The standards of the American Library Association (ALA) are the highest. They are also the most detailed and cover the most points. A revision of these standards that will raise them above their present level is to be published in 1969. In a preview article on the new standards, Rowell** points out that the emphasis is on a unified-service approach for all types of materials. The traditional library and the A-V center are being combined in a "media center".

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*American Library Association, Standards for School Library Programs, Chicago, 1960, pp. 8-9.

**Rowell, J., "AASL and DAVI Issue New Standards for Media Programs," Instructor, November, 1968.

ALA standards vary to some extent according to the size of the student enrollment and occasionally by grade level, with special recommendations for elementary, junior high, and high schools.

The following are selected excerpts from the ALA Standards chosen for their relevance to this study.

Library Facility and Equipment

(1) Seating

- Up to 550 students...45-55 seats
- 551 or more students...10 percent seating capacity

(2) Special facilities

Conference room

- Up to 1,000 students...1 conference room
- Larger schools...2 or more

Workroom and office

- Combined in schools having student enrollment of less than 500
- Separate rooms in schools having student enrollment over 500

Faculty library

- A separate room

(3) Equipment

- Book trucks
- Card catalog
- Circulation desk
- Sink
- Typewriters
- Work counters

Library Book and Nonbook Materials

(1) Books

- 200-999 students...6,000-10,000 books
- 1,000 or more students...10 books per student

(2) Periodicals

- Schools having K-6...25 different titles
- Schools having K-8...50 different titles
- Junior high schools...70 different titles
- Senior high schools...120 different titles

(3) Newspapers

- 3-6 titles, covering local, state, national, and international news

(4) Professional materials for faculty

- 200-1,000 books of different titles
- 25-50 professional magazines of different titles.

Library Program

(1) Overall plan of instruction in the use of the library and its resources

(2) Individualized reading programs

(3) Guidance in reference and research work.

Library Expenditures

(1) Books

- 200-249 students...at least $1,000-$1,500
- 250 or more students...$4.00-$6.00 per student

(2) Additional funds for encyclopedias, dictionaries, magazines, newspapers, etc.

Library Operation

(1) The book collection is cataloged and classified according to standard procedures recommended for elementary and secondary schools.

(2) A-V materials are cataloged and arranged according to standard procedures recommended for processing these materials.

(3) Records for the acquisition and the circulation of materials are maintained in the library.

Library Supervision

(1) State level

- At least one state library supervisor for every state

(2) City, county, or multidistrict school systems

- In systems having 5 to 7 or more schools with enrollments of 200 or more students, it is advantageous for the schools to have the services and facilities of school library supervision.

## Standards of the North Central Association of Colleges and Secondary Schools

The standards of the North Central Association (NCA) of Colleges and Secondary Schools relate only to junior high schools and high schools.

A revision of the NCA standards becomes effective in September, 1969. They are not as detailed as ALA standards and are somewhat below ALA standards in their level of recommended requirements. The following are excerpts from the NCA standards chosen for their relevance to this study.

Library Facility and Equipment

(1) Seating

- Up to 1,000 students... seat 8 percent, but not less than 40 students
- 1,000 to 1,999 students... seat 7 percent, but not less than 80 students
- 2,000 or more students... seat 5 percent, but not less than 140 students

(2) Special facilities

- Sufficient work room and storage space shall be provided.

(3) Equipment

- The library quarters shall be appropriately equipped.

Library Book and Nonbook Materials

(1) Books (exclusive of textbooks)

| Enrollment | Volumes Required |
|---|---|
| Fewer than 200 | 2,500 |
| 200-499 | 2,500, plus 8 books for each student over 200 |
| 500-999 | 4,900, plus 6 books for each student over 500 |
| 1,000-1,999 | 7,900, plus 4 books for each student over 1,000 |
| Over 2,000 | 11,900, plus 2 books for each student over 2,000 |

(2) Periodicals

- The number and kind of library and reference books, periodicals, newspapers, pamphlets, and other learning aids shall be adequate for the number of students and the needs of instruction in all courses.

(3) Newspapers

- Same as (2) above.

(4) Professional materials for faculty

- To keep the staff abreast of current curricular trends and research findings, the school system shall make available a professional library of books and periodicals.

Library Program

(1) Instructing students in the use of the center

(2) Assisting teachers in locating and utilizing resources.

Library Expenditures

(1) Books, periodicals, and A-V materials (exclusive of textbooks)

| Enrollment | Expenditure |
|---|---|
| Fewer than 500 | $4.00 per student |
| 500-999 | $2,000 for first 500 students, plus $3.50 per student above that |
| 1,000-1,999 | $3,750 for first 1,000 students, plus $3.00 per student above that |
| Over 2,000 | $6,750 for first 2,000 students, plus $2.00 per student above that. |

Library Operation

(1) Classification and cataloging of the collection shall include a shelf list, an alphabetically arranged card catalog and classification by the Dewey Decimal system.

(2) Records of circulation, inventory data, and finances shall be accurate and up to date.

Library Supervision

(1) State level

- Not given

(2) City, county, or multidistrict school systems

- Not given.

## Standards of the State Board of Education

The standards of the State Board of Education of Ohio, hereafter referred to as the Ohio standards, have been prepared as minimum standards and are in three parts, one each for elementary, junior high, and high school. The Ohio standards for junior high schools and high schools are similar, but neither comes up to the level of the NCA standards.

The present revisions of the Ohio standards for junior and senior high schools were effective on July 1, 1968. At the present time, the elementary standards are being revised. Although the present elementary standards make very few specific recommendations, they are noted where appropriate.

The following are excerpts from the Ohio standards chosen for their relevance to this study.

Library Facility and Equipment

(1) Seating

Junior high and high school

- Up to 1,000 students...8 percent of the enrollment, but not fewer than 30 student stations
- 1,000-1,999 students...7 percent of the enrollment, but not fewer than 80 student stations
- Over 2,000 students...5 percent of the enrollment, but not fewer than 140 student stations.

(2) Special facilities

Junior high school

- Office and workroom with running water shall be provided for the librarian

High School

- Office and workroom with running water shall be provided for the librarian
- An enclosed conference area shall be provided in the library center.

(3) Equipment

Elementary

- Card catalog

Junior high and high school

- Charge-out desk.

Library Book and Nonbook Materials

(1) Books

Elementary

- Suggest total number of volumes should be from 5 to 10 times the enrollment.

Junior and senior high schools (exclusive of dictionaries, newspapers, and periodicals)

| Enrollment | Number of Volumes |
|---|---|
| 499 or less | 5,000 |
| 500-999 | 5,000 for the first 500 students, plus 4 volumes for each additional student |
| 1,000-1,999 | 7,000 for the first 1,000 students, plus 3 volumes for each additional student |
| 2,000 or more | 10,000 for the first 2,000 students, plus 2 volumes for each additional student. |

(2) Periodicals

Junior high

- Adequate supply of current magazines

High School

- A minimum of 25 titles of current magazines and newspapers.

(3) Newspapers

Junior and senior high school

- Adequate supply of current newspapers.

(4) Professional materials for faculty

Junior high

- Each school district shall maintain in a convenient location a library of books, magazines, and other materials essential to professional growth of its teachers.

High school

- No recommendations.

Library Program

(1) Systematic plan of instruction in the effective use of the library. (This is listed in both the junior high school and high school standards.)

(2) Individualized reading programs. (This is listed in the interpretative section of both the junior high school and high school standards.)

(3) Guidance in reference and research work. (The interpretative section in both the junior high school and high school standards lists library services that come under this type of program.)

Library Expenditures

(1) Books

Elementary (exclusive of encyclopedias and dictionaries)

- $1 for each pupil enrolled

Junior high and high school (exclusive of magazines, newspapers, and reference material)

| Enrollment | Expenditure |
|---|---|
| 499 or less | $450 for the first 200 students, plus $2.00 for each additional student |
| 500-999 | $1,050 for the first 500 students, plus $1.50 for each additional student |
| 1,000 or more | $1,800 for the first 1,000 students, plus $1.00 for each additional student. |

(2) Magazines, newspapers, and reference materials

- Junior high and high school standards both stipulate additional funds beyond the book funds, as required to supply current magazines, newspapers, and reference materials.

Library Operation

(1) Book collection

Elementary

- A record of all books shall be kept in a central catalog that is accessible to teachers and students.

Junior and senior high school

- The book collection shall be classified and cataloged according to a nationally recognized system.

(2) Audio-visual materials

Junior and senior high school

- No recommendation is given for processing, cataloging, classifying, or arranging this material for efficient or effective use.

(3) Records

Junior and senior high school

- Each school shall maintain an accurate and up-to-date accession record or a shelf list of all books owned by the school board.

Library Supervision

(1) State level

- Not given.

(2) City, county, and multi-district school systems

- Not given.

## Discussion

The selected standards summarized above are generally quantitative rather than qualitative. Emphasis has been placed on quantitative standards in view of the fact that these are more readily interpreted and analyzed.

Darling points out in "Survey of School Library Standards,"* that emphasis is usually placed on the quantitative aspects in state and regional accrediting association standards for school libraries. However, in the ALA standards the following statement is given to put both quantitative and qualitative standards in perspective:

> "These essential elements [quantitative and qualitative standards] for a dynamic library program are interlocking and interdependent, and this relationship must be kept in mind in interpreting the quantitative standards recommended. . ."**

With regard to seating capacity, the quantitative NCA standards and Ohio standards for junior and senior high schools are just about the same. When the two are compared with the higher ALA standards, the differences between them grow larger as enrollment increases.

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*Darling, R. L., Survey of School Library Standards, Washington, D. C., U. S. Office of Education, 1964, p. 6.
**American Library Association, Op. Cit., p. 23.

The Ohio standards for junior and senior high schools are just slightly below the NCA standards in terms of the number of books required. However, the differences between Ohio standards and the higher ALA standards again grow larger as enrollment increases.

All three sets of standards recognize the need for student instruction in library skills. However, the NCA standards say little more about the library program. The Ohio standards for junior high schools and high schools both have a good interpretative section that lists a number of services to be given within a school library program. In the ALA standards, the quantitative and qualitative aspects of a school library program are covered in great detail.

Recommended expenditures of the three organizations are hard to compare. The ALA standards and the Ohio standards for junior high schools and high schools specify that their recommendations are the amounts to be spent for books only. The NCA standards include A-V materials in their recommended amounts.

To facilitate the use of the library, it is necessary to have some standards for operation. The Ohio standards for elementary schools are the weakest on this aspect of library service, mentioning only that a record of all library books should be kept in a central catalog. The Ohio standards for junior high and high schools state that the books are to be classified and cataloged, but no mention of the same is made for A-V materials. The NCA standards can be interpreted either to include or not to include A-V material depending on the interpretation of the word "collection"; i.e., whether "collection" means "books" or "books and nonbook materials." The ALA standards recommend the cataloging of A-V material as well as books, and they provide more recommendations regarding operation of a school library than do the other standards.

Library supervision for city, county, and multidistrict school systems, as well as at the state level, is mentioned only in the ALA standards. The Ohio standards and the NCA standards are prepared with individual schools in mind, rather than school systems.

How the Ohio school libraries presently stand in relation to these standards is discussed in the next section.

## DESCRIPTION OF THE CURRENT SCHOOL LIBRARY SYSTEMS IN OHIO

This section presents some of the data from the questionnaire survey. Library manpower data are not presented here, but appear in a separate report entitled "Study of Ohio Public School Library Manpower." Included in this section are data on (1) seating capacities of school libraries, (2) books per student, (3) amount spent per student for books, (4) cataloging and classification of the library materials, and (5) instruction in library skills.

The librarian's questionnaire was returned by 196 schools, of which 166 have a central book collection. It was completed by professional librarians as well as by people who are acting as librarians and who have little or no professional library training.

Elementary schools, especially those with less than 300 students, are the schools most often without a central book collection. However, junior high schools of less than 300 students also show a lack of central book collections.

## Library Facilities and Equipment

In the schools sampled, the library seating capacity varies greatly. Study information indicates that a high of 34 percent of the enrollment can be seated in the library in in one school, whereas other schools have essentially no library seating capacity for students. On the average, library seating capacity for junior and senior high schools of less than 300 students meets the ALA standard of 10 percent of the enrollment.

Comparing the average library seating capacities with the NCA standard of 8 percent for schools with up to 1,000 students, all three high school groups and two of the junior high school groups average 8 percent or higher. The junior high group of schools with over 500 students averages 7 percent seating capacity, a little under the NCA standard.

The Ohio standards require 8 percent seating capacity for junior and senior high schools of up to 1,000 students, and 7 percent seating capacity for schools with enrollments of 1,000-1,999 students. The junior high school categories of 300 to 499 students, and over 500 students, average 8 percent and 7 percent seating capacity, respectively, and high schools of over 500 students average 8 percent seating capacity, thus indicating that, on the average, these schools meet the Ohio standard. However, there are schools in most enrollment categories that do not meet the standard. The categories of high schools with less than 300 students and 300-499 students average 11 percent and 9 percent seating capacity, respectively, thus showing that these schools on the average rank higher than the Ohio standard. Elementary schools average below the library seating capacity of 10 percent recommended by ALA standards. The Ohio standards do not include a recommendation for seating capacity in the elementary schools.

A conference room in the library area is recommended in the ALA standards for all schools and in the Ohio standards for high schools. Only 24.1 percent of the libraries surveyed across all school levels have a conference room. There are workrooms in 56.0 percent of the libraries and a librarian's office in 37.4 percent of the libraries. The ALA recommends these facilities for every school library, but suggests that they can be combined in schools of less than 500 students. Ohio standards for junior high schools and high schools recommend that an "office and workroom with running water shall be provided for the librarian."

Of the 166 schools responding to the questionnaires, the junior and senior high schools, when combined, total 115 schools, or 69 percent of the total. With only 56 percent of the libraries with workrooms, and only 37.4 percent with a librarian's office, there appears to be a lack of these facilities in the junior and senior high school libraries.

Teacher study facilities are recommended only in the ALA standards; however, 48.8 percent of the libraries do have such facilities.

Questionnaire responses concerning library equipment contained in school libraries indicates that 83.2 percent of the schools reported having a card catalog. No mention of a card catalog is made in the junior high and high school sections of the Ohio standards, but a card catalog is recommended for elementary school libraries. However only 59.5 percent of the elementary schools report having a card catalog.

One item of equipment that is recommended in the Ohio junior high and high school standards is a circulation desk. Survey results indicate that 85.5 percent of the responding libraries have one.

ALA standards recommend not only a card catalog and circulation desk, but also equipment such as book trucks, which 81.9 percent of the school libraries have. A work table is available to 77.7 percent, but only 59.6 percent have a sink with running water.

## Library Books and Nonbook Materials

The amount of library books and nonbook materials varies a great deal among schools. For example, survey results reveal that one large elementary school has 0.69 books per student, whereas another large elementary school has 16.90 books per student.

Ohio and NCA standards for junior and senior high schools recommend roughly 4 to 10 books per student, depending on the size of the student body. They also recommend that the smaller the enrollment, the higher the number of books there should be per student, with 10 books per student in small schools and 4 books per student in very large schools. The junior high schools of less than 300 and 300 to 499 students average 3.19 and 7.55 books per student, respectively, showing these schools do not average the required 10 plus books per student. However, high schools of less than 300 students and 300 to 499 students average 19.03 and 12.68 books per student respectively, showing that on the average these schools meet the Ohio standard. The Ohio standards for larger junior and senior high schools require from 5 books per student in schools with enrollments of 2,000 to 10 books per student in schools with enrollments of 500. The junior and senior high schools of over 500 students average 8.44 and 7.90 books per student, respectively; thus, on the average, students have access to book collections of the required size. However, there are extremes of high and low number of books per student in each size category; thus, some schools obviously do not meet the requirements and some more than meet them.

The Ohio standards for elementary schools suggest that the number of volumes should be from 5 to 10 times the enrollment. Elementary schools of less than 300 students surveyed meet this standard with a low of 8.03 and an average of 12.69 books per student. Elementary schools of 300 to 499 students and over 500 students average 9.76 and 5.60 books per student, respectively; thus only on the average, do they meet the standard.

ALA standards recommend as many as 30 books per student in very small libraries and 10 books per student in larger libraries. Some of the larger school libraries meet the 10-book ALA standard.

Of the elementary schools surveyed, 48.6 percent do not report receiving any periodicals, and 73.0 percent do not report receiving any newspapers. Of the junior high schools, 11.1 percent do not report receiving any periodicals, and 27.8 percent do not report receiving any newspapers. In the Ohio standards, the high school section is the only section making a specific recommendation, i.e., 25 titles of current periodicals and newspapers. The average high school library meets this recommendation.

ALA standards are much higher than those of the other organizations, ranging from 25-120 periodical titles plus 3-6 newspaper titles for each school library. Few school libraries meet these recommendations.

Special collections of professional periodicals and books are not available in many school libraries. Survey data show that 73.4 percent of the school libraries surveyed reported subscribing to professional periodicals for the faculty, and only 59.7 percent of the schools had a collection of professional books.

The junior high section of the Ohio standards is the only section that recommends a collection of professional materials, but it makes no quantitative recommendations. NCA standards also make only a recommendation for a collection of professional material without citing quantitative amounts. ALA standards recommend 25 to 50 professional magazines per school, which a few of the larger schools surveyed meet. The standards cite a range of 200 to 1000 books, of which a few schools can meet the 200-book recommendation, but none the 1000-book recommendation.

## Library Program

Instruction in the use of the library and its resources is recommended in the standards of all three organizations. This study found that 78 percent of the school libraries provide library orientation, whereas only 53 percent give any sequentially planned instruction.

A number of other library services were surveyed. Preparing bibliographies for students is performed in only 42.4 percent of the school libraries surveyed, whereas assisting students with research projects is performed in 91.6 percent of the school libraries. Two library services that are performed in a high percentage of school libraries are (1) reference service for students (87.3 percent), and (2) guidance for students in the selection of materials (91.0 percent). However the elementary libraries generally fall well below the junior high and high school libraries in the percent of performance for each of these services.

## Library Expenditures

The school librarians were apparently unable to complete the section of the questionnaire on expenditures very well. Many indicated that they did not know the amounts spent in the past year, or the amounts allotted for the present school year. Because of this, some of the schools completed the information for the 1967-1968 school year, others gave amounts for the 1968-69 year only, and a third group filled in amounts for both periods. This made it impossible to compare the data for the two separate periods.

However, on the average elementary libraries meet the Ohio standards of $1.00 per pupil to be spent for library books, with the lowest average being $1.13 per student for the elementary schools with less than 300 students for the year 1968-69.

The Ohio standards for junior and senior high school expenditures recommend roughly $2.00 per student for library books, exclusive of periodicals and reference material. The amounts reported indicate that on the average the junior high school libraries spend more than $2.00 per student, with the averages ranging from $2.14 to $4.58 per student. The NCA standards recommend roughly $3.00 to $4.00 per student for books, periodicals and A-V materials. The amounts given do not include money spent or to be spent for periodicals and A-V materials. It appears that some junior and senior high school libraries would meet the NCA standards, as their book expenditures alone average $3.00 to $4.00 per student.

Very few of the school libraries surveyed would meet the ALA standard of $4.00 to $6.00 per student for library books, as most of the school categories on the average spend in the area of $1.00-$3.00 per student.

## Library Operation

The cataloging and classifying of book collections by a nationally recognized system is also recommended by all three organizations. Study results indicate that 97.6 percent of all the school libraries surveyed use a recognized classification system.

Of the standards prepared by the three organizations, those of the ALA are the only ones that specifically recommend the cataloging of A-V materials. Among the libraries surveyed, the high school libraries list nonbook materials in the card catalog more often than the others, i.e., 60.5 percent of the time. Overall, the survey showed 49.4 percent of the school libraries listing nonbook materials in the card catalog.

Records of library acquisitions are recommended in the standards of all three organizations, although the wording varies. Of the school libraries surveyed, 76.5 percent keep an accession record and 95.9 percent keep a shelf-list record.

## Library Supervision

Of the three organizations, only the ALA makes recommendations for library supervision. Specifically, they recommend at least one state library supervisor for every state – a recommendation that Ohio fails to meet. Also recommended are library supervisors in school systems of approximately 5 or more schools. Thirty-six percent of the school libraries surveyed reported having supervisors in the school system. The amount and type of library-science training these supervisors have had was not dealt with in the questionnaire.

When asked if they would make use of a library consultant, 80 percent of the school libraries surveyed said "yes." Thus it appears that more school systems would meet this standard if it were not for other constraints, such as lack of trained librarians, and lack of funds available for their salaries and salaries of supporting personnel.

## Summary

Of the schools surveyed, those in need of central libraries are mostly elementary schools; however, a few junior high schools are also in need of central libraries. On the average schools meet the Ohio standard for seating capacity, but only because some schools have an extraordinary seating capacity which balances out the meager amount in other libraries. A very necessary piece of equipment in a library, the card catalog, is available in only 83.2 percent of the schools surveyed. School libraries also lack other important equipment and facilities such as conference rooms, workrooms, sinks with running water, and circulation desks. Because book requirements vary with each school depending upon student enrollment, it is difficult to state how the schools stand. However, on the average, the schools come close to meeting the Ohio standards, but it should be noted that the average includes schools with a large number of books per student and those with a very small number of books per student. Library services generally appear to be rather poor. Specifically, sequentially-planned library instruction is provided in only 53 percent of the libraries. School expenditures for books on the average meet the Ohio standard, but few schools meet the ALA standard for book expenditures. The operation of the school libraries seems to need assistance most in the elementary schools. However, a large percentage of libraries at all levels indicated that they would make use of a library consultant if one were available.

# NEEDS OF THE SCHOOL LIBRARY SYSTEM

This section presents the needs of the school library system as identified by the teachers and school librarians in their responses on the questionnaire survey, as well as the needs identified during the interviews with knowledgeable people in the library field. A summary of these school library needs appears at the end of this section.

## Needs Identified by the Teachers*

The teachers' questionnaire asked them to evaluate their school library on a number of items in the areas of the library's facilities, book and nonbook collection, and services. There were 350 teachers' questionnaires returned – 128 from elementary teachers, 72 from junior high teachers, 142 from high school teachers, and 8 from teachers in schools with grades K-12. The responding teachers have an average of 12.6 years experience.

In response to a question asking if they make assignments that require students to find additional material other than that in the classroom, 93.4 percent of the teachers answered affirmatively. However, only 91.4 percent, or 320 of the teachers, indicated that their school has a central library. Further, the evaluations of their school libraries by these 320 teachers indicated that there are several areas in need of improvement as discussed below.

*Not given in this section are the percents in each case for the teachers with no libraries and the percents for the teachers who gave no response.

Questionnaire results revealed that 54.2 percent of the teachers surveyed felt that A-V previewing facilities are inadequate in their libraries. Facilities for small group meetings were considered inadequate by 39.7 percent, and 50.5 percent felt that the faculty library facilities are inadequate. Seating capacity was scored as inadequate by 33.4 percent of those replying.

The combined adequate, good, and superior ratings for each of these above-named facilities is as follows: 32.3 percent for A-V previewing facilities, 48.3 percent for small-group-meeting facilities, 34 percent for faculty library facilities, and 53.7 percent for library seating capacity.

The book collection was evaluated as inadequate by 13.4 percent of the teachers responding and adequate or better-than-adequate by 77.7 percent. The magazine and newspaper collections do not rate as well as the book collection. Specifically, the magazine collection was considered inadequate by 20.9 percent, and the newspaper collection was considered inadequate by 30.8 percent. The magazine collection was considered adequate or better by 68.2 percent and the newspaper collection was considered adequate or better by 52.3 percent.

The evaluation of library services by the teachers indicates that many of the students and faculty are not receiving adequate services from the school library. Library orientation for students ranked toward the top of library services, in that 77.1 percent reported that orientation is adequate or better. However, the formal library instruction received by the students is judged as adequate or better by only 66.8 percent of the teachers. Preparation of bibliographies by the library staff was rated even lower than formal library instruction. The teachers' evaluation showed that 56.9 percent judged this service to be adequate or better, while 25.4 percent judged it as inadequate. The library's assistance in helping students with projects was evaluated as adequate or better by 76.2 percent of the teachers and inadequate by 12.9 percent. Reference service for students was ranked about the same as aid given students on projects, i.e., 75.4 percent judged it adequate or better, and 14.0 percent judged it as inadequate.

The elementary school libraries appear to have a lower rating than the junior high and high school libraries on the arrangement of the books by a recognized classification system. The survey shows that 71.8 percent of the elementary teachers indicated that book arrangement is adequate or better, and only 6.3 percent judged it as inadequate. About 20 percent of the elementary teachers indicated that they did not have a school library. None of the junior high teachers judged book classification as inadequate; however, a few of the high school teachers (2.1 percent) indicated that the book arrangement in their school libraries is inadequate.

Teachers' evaluation of their participation in the selection of library materials shows that they are somewhat less involved in the selection of nonbook materials than they are in the selection of books. Specifically, 79.1 percent of the teachers evaluated their participation in book selection as adequate or better, whereas only 65.9 percent evaluated participation in nonbook selection as adequate or better. The elementary school teachers also indicated that they are less involved in nonbook selection than in book selection. However, their percent of inadequate participation in both is much higher than the overall percent; i.e., 14.1 percent reported that they take an inadequate part in book selection, while 22.6 percent indicated that they take an inadequate part in nonbook selection.

The questionnaire asked the teachers to evaluate the communication between the faculty and library staff. The elementary teachers show the most dissatisfaction, with 13.3 percent evaluating the communication as inadequate and only 61.7 percent reporting it adequate or better. The overall evaluation (across school levels) shows that 8.6 percent of the teachers judged communication as inadequate, while 81.7 percent of the teachers judged it as adequate or better.

In brief, the specialized facilities within the school library appeared to be evaluated as inadequate by the teachers more often than any other item on the questionnaire. Seating capacity also received a high number of responses pointing out inadequacies. The teachers' evaluation of library services shows that some services need improving more than others – particularly formal library instruction and preparation of bibliographies. There was generally a high degree of satisfaction with the book collection, but the newspaper and magazine collections were rated less satisfactorily. Also, many teachers appeared to be displeased with their lack of participation in the selection of nonbook materials. A condensed tabulation of some of the preceding data appears in Table 1.

TABLE 1. PERCENTS OF THE TEACHERS' EVALUATIVE RESPONSES CONCERNING VARIOUS ASPECTS OF THE SCHOOL LIBRARY IN SELECTED OHIO SCHOOLS, 1968-69

| Aspects Evaluated | No School Library | Inadequate | Adequate | Good | Superior | No Answer | Totals |
|---|---|---|---|---|---|---|---|
| School library facilities for A-V previewing | 8.6 | 54.2 | 14.3 | 13.4 | 4.6 | 4.9 | 100.0 |
| School library facilities for small group meetings | 8.6 | 39.7 | 24.3 | 15.1 | 8.9 | 3.4 | 100.0 |
| School library seating capacity | 8.6 | 33.4 | 25.1 | 18.6 | 10.0 | 4.3 | 100.0 |
| Book collection | 8.6 | 13.4 | 24.3 | 35.7 | 17.7 | .3 | 100.0 |
| Magazine collection | 8.6 | 20.9 | 24.9 | 31.6 | 11.7 | 2.3 | 100.0 |
| Newspaper collection | 8.6 | 30.8 | 26.0 | 20.3 | 6.0 | 8.3 | 100.0 |
| School's A-V collection | -- | 40.8 | 22.6 | 13.7 | 6.6 | 16.3 | 100.0 |
| Library orientation given to students | 8.6 | 12.6 | 25.4 | 29.4 | 22.3 | 1.7 | 100.0 |
| Formal library instruction given to students | 8.6 | 20.3 | 20.3 | 28.2 | 18.3 | 4.3 | 100.0 |
| Teacher participation in book selection | 8.6 | 10.3 | 24.6 | 37.6 | 16.9 | 2.0 | 100.0 |
| Teacher participation in nonbook material selection | 8.6 | 18.9 | 25.1 | 28.2 | 12.6 | 6.6 | 100.0 |

## Needs Identified in the Librarian Questionnaire

One of the items in the librarians' questionnaire requested a written response giving the main problems encountered in providing adequate library services. Table 2 shows that facilities and equipment were mentioned most often, receiving 32.6 percent of the responses. The need for manpower ranked almost as high, with 32.3 percent of the responses. Receiving 16.4 percent of the responses were problems in the area of library services, and fourth on the list with 11.7 percent of the responses was the need for money. The desire for more books and A-V materials fell in last place, being mentioned only 7 percent of the time.

TABLE 2. MAJOR LIBRARY SERVICE PROBLEMS IDENTIFIED BY LIBRARIANS[a] IN SELECTED OHIO SCHOOLS, 1968-69

| | Number of Times Mentioned | Totals | Percent of Total Responses |
|---|---|---|---|
| Facilities and Equipment | -- | 139 | 32.6 |
| More space | 97 | -- | -- |
| More library equipment | 33 | -- | -- |
| More A-V equipment | 9 | -- | -- |
| Manpower | -- | 138 | 32.3 |
| More professional help | 64 | -- | -- |
| More clerical help | 52 | -- | -- |
| More time | 22 | -- | -- |
| Library Services | -- | 70 | 16.4 |
| Stimulate interest of teachers and students in books and A-V | 23 | -- | -- |
| Communication between faculty and librarian | 16 | -- | -- |
| Library education for teachers and students | 10 | -- | -- |
| Centralization of material | 9 | -- | -- |
| Processing and cataloging of books and A-V material | 4 | -- | -- |
| Better selection of materials | 3 | -- | -- |
| Not to be used as a study hall | 3 | -- | -- |
| Better organization of materials | 2 | -- | -- |
| Budget | -- | 50 | 11.7 |
| More money | 50 | -- | -- |
| Instructional Materials | -- | 30 | 7.0 |
| More books | 20 | -- | -- |
| More A-V aids | 10 | -- | -- |
| Totals | | 427 | 100.0 |

(a) Responses are from professional librarians as well as from people who are acting as librarians and who have no professional training.

## Needs Identified in Interviews

A number of interviews were conducted with knowledgeable people in the library field, e.g., Joseph Shubert, State Librarian; Mrs. Portteus, Directing Supervisor of Cleveland Public School Libraries; and Miss Krohn, Coordinator of Libraries in Shaker Heights Public Schools. The following discussion gives only the needs most frequently identified in the interviews.

The need for a state library supervisor in the Ohio Department of Education was mentioned more frequently than any other problem. The next most frequently mentioned items were the need for more facilities and the need for additional trained staff. More A-V materials and more books were mentioned as being needed, but greater emphasis was placed on the problem of the subject collection fitting the users' requirements.

## A Summing-Up of School Library Needs

The school library facility and its equipment appears to be an area in great need. When asked to identify their major problems, 32.6 percent of the librarians identified this area. Analysis of the librarians' questionnaire also revealed a lack of facilities and equipment, i.e., only 37.4 percent of the libraries have a librarian's office, 56.0 percent have a workroom, 77.7 percent have a work table, 59.6 percent have a sink with running water, and 85.5 percent have a circulation desk. Likewise, the teachers' evaluation of certain library facilities shows a dissatisfaction with the present facilities, i.e., 33.4 percent of the respondents marked library seating capacity as inadequate, 39.7 percent marked facilities for small group meetings as inadequate, and 54.2 percent marked A-V previewing facilities as inadequate. In addition, the need for school library facilities was one of the second most frequently mentioned problems in the interviews.

Another area of major concern is that of school library manpower. The lack of trained library staff was the other second most frequently mentioned problem in the interviews. Also, the librarians' written responses indicated the need for more manpower.

School library services are seen by both the teachers and the librarians as a problem area. This area was identified by 16.4 percent of the librarians as a major problem. The teachers were also asked to evaluate individual library services, and their evaluations varied for each individual service. However, some of these services, such as formal library instruction, which was judged as adequate or better by only 66.8 percent of the teachers, show that a definite need is not being satisfied.

Instructional materials is also a problem area. The teachers seemed more satisfied with the book collection – 77.7 percent evaluated it as adequate or better than adequate – than with the magazine collection, which 68.2 percent evaluated as adequate or better. The librarians' written responses indicated the need for more instructional materials 7.0 percent of the time. The need for the book and nonbook collection to fit the users' requirements was emphasized in the interviews. This appears to correspond to the teachers' evaluation of their participation in materials selection, particularly nonbook selection, in which only 65.9 percent evaluated their participation as adequate or better.

The area of school library supervision is also a major problem. The need for a state library supervisor was the most frequently mentioned problem in the interviews. Also, supervision in the local school systems is lacking, as indicated by the fact that 80 percent of the librarians responded that they would make use of a library consultant if one were available.

## SUMMARY AND RECOMMENDATIONS

### Summary

The quantitative results show that many of the schools sampled do not meet all the minimum Ohio standards, and very few meet all the ALA standards. A qualitative survey of the library services and their effectiveness, as well as the condition of the book collection and its current value to the educational program, would probably reveal even greater deficiencies in Ohio school libraries. For example, of the school libraries surveyed, only 48.8 percent have a set of library objectives in written form, a mere 28.9 percent have a written book-selection policy, and even less – i.e., 12.7 percent – have a written selection policy for nonbook materials. The schools that do not meet the standards cannot be pinpointed in one easily defined category. There are extremes of high and low resources in small schools as well as in medium-sized and large schools, whether they are elementary, junior high, or senior high schools. However, there is a tendency for the deficiencies to be greater in the elementary schools.

Ohio is not alone in its need for more facilities and instructional materials – this is a recognized national problem. The report submitted by the National Advisory Commission on Libraries (NACL) to the President said that schools' needs for books and other materials, as well as for physical library facilities, remain acute.* Furthermore, the report recommended increased appropriations for the Elementary and Secondary Education Act (ESEA). Increased funding is needed at the state and local levels as well, not only to bring the substandard school libraries up to standards but to enable all schools to maintain the minimum standards. Not only have salaries steadily increased, but, since 1957, the cost of children's books has increased 29.7 percent**, and the cost of children's periodicals has increased 34.7 percent.***

The fact that school libraries meet the standards and that they have adequate facilities, equipment, and instructional materials, does not in itself produce an effective school library program. A trained person – recommended by all three organizations – is needed to direct the library program. George Rosinger's task report, "Study of Ohio Public School Library Manpower," points out the critical needs in this area at the present time.

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*"School Library Deficiencies Noted in NACL Report," Library Journal, 93 (22), December 15, 1968, p. 51.

**"1967 in Review: Statistics, News, Trends," Publishers' Weekly, 193 (5), January 29, 1968, p. 51.

***Tuttle, H. W., "Price Indexes for 1968: U. S. Periodicals and Serial Services," Library Journal, 93 (13), July, 1968, p. 2622.

The Ohio standards, the NCA standards, and the ALA standards have quite possibly helped Ohio's school library development in the past 12 years. Sheil* found decided improvement in public secondary schools of Ohio from 1956 to 1963. Moyer**, however, thought that some schools were not meeting the Ohio standards because some school and community leaders regarded them as ultimate goals rather than minimum requirements. The enforcement of the Ohio standards alone will not produce effective library services; there should also be a dynamic program of leadership and guidance so that the teachers, school administrators, and members of the local community will recognize the purpose of a school library, and its importance in providing a quality educational program for the students. Darling*** states that "many school systems have evidence that school libraries give superior service when they are provided with supervision". In 1960, Mahar**** reported that 26 state departments of education employed school library supervisors. Ohio was listed as one of the states without a school library supervisor. Aldrich, Moyer, Sheil, and McMillen, ***** each made a recommendation in their separate studies of Ohio school libraries for school library supervision within the State Department of Education.

## Recommendations

The recommendations which follow are aimed at making adequate library programs available to all school children in Ohio.

### Recommendations for a State-Wide Program of Library Development

(1) The State Department of Education should have a State Supervisor of School Libraries to direct, guide, coordinate, and encourage school library development in Ohio.

(2) The State Department of Education, through the State Supervisor of School Libraries, should encourage and guide the development of school library supervision at the city, county, district, and multidistrict school-system level in order to develop and strengthen library programs in individual schools.

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*Sheil, M. D., "Library Services in the Public Secondary Schools of Ohio, 1955-1963," Doctoral Dissertation, Western Reserve University, 1965, p. 235.

**Moyer, A. K., "Conformance of Ohio Elementary School Libraries to Regulations and Standards," Doctoral Dissertation, The Ohio State University, 1963, p. 90.

***Darling, R. L., "School Library Supervision in State and Local School Systems," School Life, 45 (2), November-December, 1962, p. 25.

****Mahar, M. H., State Department of Education Responsibilities for School Libraries, Washington, U. S. Office of Education, 1960, p. 2.

*****McMillen, R. D., "An Analysis of Library Programs and a Determination of the Educational Justification of These Programs in Selected Elementary Schools of Ohio," Doctoral Dissertation, Western Reserve University, 1965, p. 212.

(3) Pilot programs should be developed to demonstrate good school library programs as well as effective school-district centers for technical processing.

(4) Due to increased use of A-V materials in classroom teaching, the Ohio standards for school libraries should be revised to incorporate the media- or instructional-center philosophy. This is especially important in regard to the processing and cataloging of materials (both book and nonbook), and also in regard to increased facilities, training of library or media-center personnel, and size of media-center staff. In addition, consideration should be given to changing the State certification standards to include an A-V training course and a library methods-and-materials course as requirements in the college training of school teachers.

(5) The State should provide financial aid as necessary, in order that all schools will be assured of a basic minimum library program.

Recommendations for Library Physical Facilities

(1) Provisions should be made to insure the inclusion of adequate library facilities in all school building projects, whether they are new construction or only expansion of existing facilities.

(2) Concerted efforts should be made to provide adequate library facilities and equipment in all existing schools, in order to support a basic program of library services.

Recommendations for School Library Materials

(1) System-wide policies should be developed at the local level for the selectionof books and nonbook materials.

(2) A professional library of basic, up-to-date books and periodicals needed by the faculty should be available in each school.

(3) The collections of book and nonbook materials should be enlarged, through careful selection, to meet the increasing needs that result from current changes in curriculum, innovation in organization (media centers), and individualized instruction.

Recommendations for the School Library Programs

(1) The school librarian should develop a program of library services which meets the educational needs of students and teachers. Included in the program should be the teaching of library and study skills, preparation of bibliographies, assistance in planning units of instruction, and student guidance in reading and research projects.

(2) The school librarian should offer a program of preservice and in-service training for teachers and administrators to enhance the educational program of the school system. It should include library orientation, discussion of library goals and purposes, instruction and encouragement in the use of the library materials and equipment, and awareness of the library's resources.

(3) The school librarian should conduct a continuing program of publicity relative to the school library's goals, services, and needs, in order to insure continued local support and understanding.

Recommendations for School Library Organization and Operation

(1) Policies and procedures should be established in all school libraries to make materials readily accessible. This includes adequate classification and cataloging procedures for books and nonbook materials, efficient circulation methods, and systematic record-keeping techniques.

(2) The librarian, in order to carry out more effectively and efficiently the school library program, should prepare various guides such as procedure manuals, lesson plans, and selection policies.

## Suggestions for Further Study

Some problem areas in school library services which need further research are as follows:

(1) Determination of the school library materials and services that have the most effect on improved student achievement

(2) A study of the ability of each school library book and nonbook collection to enhance the current school curriculum

(3) A study of the current budget procedures and practices of school libraries to determine the improvements needed in them

(4) A study of the present collection of State school library statistics, their interpretation, and their publication.

# LIBRARY SERVICES
# REGIONAL SERVICE CENTERS
# PRESCHOOL CHILDREN
# VOCATIONAL AND TECHNICAL EDUCATION—PART II
# EDUCATION FOR THE BLIND AND DEAF
# SUMMARY REPORT—PHASE II

BATTELLE MEMORIAL INSTITUTE
COLUMBUS LABORATORIES
505 KING AVENUE
COLUMBUS, OHIO
43201

OHIO DEPARTMENT OF EDUCATION
65 SOUTH FRONT STREET
COLUMBUS, OHIO
43215